Early Literacy Alternate Assessment

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DIBELS Alternate Assessment Options for Grades 1-3

	Alternate Assessment	1st-2nd Grade	3rd Grade
Blind or Visually Impaired	An alternate assessment as determined appropriate by the IEP team decision process, may include: • Option 1: Use enlarged print/magnifier/enhanced lighting, if appropriate. • Option 2: Use Braille version, if student has learned braille. This assessment can be requested through the Utah State Office of Education—Special Education. *The use of assistive technology that violates the construct of the assessment are not permitted (e.g., screen reader).		
Deaf		TOSREC	Use the DAZE as their measure for accountability. Mark with an AY/AN, if they achieved benchmark on DAZE.
Dual-sensory impaired	If unable to access any of the above options, contact Crystal Thomas at crystal.thomas@schools.utah.gov.		
Mute		TOSREC (available by MOY benchmark)	Use the DAZE as their measure for accountability. Mark with an AY/AN, if they achieved benchmark on DAZE.
Significant Cognitive Disability	An alternate assessment rubric has been developed for this population for grades 1-3. It can be found at http://www.schools.utah.gov/sars/Programs-Areas/Significant-Cognitive.aspx. For more information on this tool, please contact Tracy Gooley at tracy.gooley@schools.utah.gov		
Significant speech impairment (i.e. stutter)	Based on recommendation for the students' speech-pathologist, a student with a **significant** stutter or apraxia, may take the TOSREC or DAZE, depending on their grade level.	TOSREC or Administer the following alternate assessments: • CORE Phonological Awareness • CORE Phonics Survey • Silent Passage Reading with Oral Retell (score similar to DIBELS retell) Use the benchmark scores on these assessments to determine AY/AN— students would need to be benchmark in 2 of these at BOY/MOY and benchmark on all 3 at EOY.	Use the DAZE as their measure for accountability. Mark with an AY/AN, if they achieved benchmark on DAZE.

1. The Alternate Rubric:
- Based on the Essential Elements
- Students with Significant Cognitive Disabilities
- Contact
  - Tracy Gooley tracy.gooley@schools.utah.gov

2. TOSREC– DAZE (Test of Silent Reading Efficiency and Comprehension -)
- For students with visual impairments, deaf, dual sensory or speech impairments
- Contact
  - Crystal Thomas (dual sensory impairment) crystal.Thomas@schools.Utah.gov
  - Jennifer Throndsen jennifer.throndsen@schools.utah.gov
  - Sara Wiebke sara.Wiebke@schools.Utah.gov

	Essential Elements Reading Foundational Skills	Not Yet Emerging 1 point	Emerging 2 points	Approaching Target 3 points	At Target 4 points	Advanced 5 points
Print Concepts	**EE.RF.1.1** Demonstrate emerging understanding of the organization of print. A) Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word)	☐ Student is not demonstrating skills at an emergent level	☐ Will identify letters or words on a page ☐ Can distinguish between a picture versus print	☐ Will identify letters or words on a page ☐ Can distinguish between a picture versus print ☐ Identifies words as they are read left to right and/or top to bottom	☐ Will identify letters or words on a page ☐ Can distinguish between a picture versus print ☐ Identifies words as they are read left to right and or top to bottom ☐ Identifies words as they are read, left to right and top to bottom with one to one correspondence	☐ Will identify letters or words on a page ☐ Can distinguish between a picture versus print ☐ Identifies words as they are read left to right and or top to bottom ☐ Identifies words as they are read, left to right and top to bottom with one to one correspondence ☐ Will identify the first word in a sentence ☐ Will identify capitalization ☐ Will identify ending punctuation

Score Sheet	Strands	Beginning of Year (BOY)		Middle of Year (MOY)		End of Year (EOY)	
	Print Concepts	/5		/5		/5	
	Phonological Awareness	/5		/5		/5	
	Phonics & Word Recognition	/5		/5		/5	
	Fluency	/5		/5		/5	
	Reading (Literature)	/5		/5		/5	
	Reading (Informational)	/5		/5		/5	
		/30	Date:	/30	Date:	/30	Date:

BOY Dates: MOY Dates: EOY Dates:

Early Literacy Alternate Assessment - 1st Grade   Name:
Utah State Board of Education
_____

Scoring Guide

Beginning of Year		Middle of Year			End of Year		
Initial Progress	Score	Progress	Growth	Score	Progress	Growth	Score
6 points	AN	Well-Below Typical Progress	Student scored **0-1** point more than BOY	AN	Well-Below Typical Progress	Student scored **0-2** points more than BOY	AN
7-11 points		Below Typical Progress	Student scored **2-3** points more than BOY		Below Typical Progress	Student scored **3-4** points more than BOY	
12-18 points	AY	Typical Progress	Student scored **4-5** points more than BOY; or has reached **Approaching Target** for 5/6 categories.	AY	Typical Progress	Student scored **5-6** points more than BOY; or has reached **At Target** for 5/6 categories.	AY
19-24 points		Above Typical Progress	Student scored **6-7** points more than BOY; or has reached **At Target** for 5/6 categories.		Above Typical Progress	Student scored **7-8** points more than BOY; or has reached **At Target** for all categories.	
25-30 points	Use DIBELS	Well-Above Typical Progress	Student scored **7** or more points more than BOY; or has reached **Advanced** for 5/6 categories.		Well-Above Typical Progress	Student scored **9 or more** points more than BOY; or has reached **Advanced** for 5/6 categories.	

AN – alternate no; AY – alternate yes; BOY – beginning of year; MOY – middle of year; EOY – end of year

Scoring the ELAA

- The ELAA is not an assessment that is meant to be administered directly to a student or group of students. The rubric is meant to be completed for each student with a SCD (grades 1-3) by their teacher, based on the student's performance on IEP goals and every day early literacy instruction within the classroom

- Level of mastery is determined by the teacher (80% correct, or 80% independence is a general guideline for mastery).

- Performance levels are determined for each skill domain (print concepts, fluency etc.).

- For beginning of year, the reportable score is dependent on points.

- The middle and end of year, the students' reportable score is determined by progress compared to beginning of year or in scoring 'At Target' or 'Advanced' for a specified number of domains.

- Examples of sources of data used to complete the ELAA include:
  - Anecdotal notes
  - Work samples
  - Photographs
  - Videos
  - Performance data

Reporting

Data are reported to the Utah State Board of Education

- By October 31, February 28, and June 30, LEAs must report through the SIS system:
  - If a student is at grade level or not (AY or AN), as well as their composite score.
  - If a student received interventions (Y or N).

If a student does not have a composite score for any testing window, use special codes.

Example:

Score Sheet

Score Sheet	Strands	Beginning of Year (BOY)		Middle of Year (MOY)		End of Year (EOY)	
	Print Concepts	2/5		2/5		2/5	
	Phonological Awareness	1/5		1/5		2/5	
	Phonics & Word Recognition	2/5		2/5		3/5	
	Fluency	1/5		2/5		3/5	
	Reading (Literature)	3/5		4/5		4/5	
	Reading (Informational)	3/5		4/5		4/5	
		12/30	Date: 9/15	15/30	Date: 2/2	18/30	Date: 5/30

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For this particular example, a student score would be reported as

- Beginning of Year (BOY) – Alternate Yes (AY)
- Middle of Year (MOY) – Alternate No (AN)
- End of Year (EOY) – Alternate Yes (AY)

Resources for ELAA

- ## Rubrics at USBE website
  - http://schools.utah.gov/sars/Programs-Areas/Significant-Cognitive.aspx
  - http://schools.utah.gov/sars/Assessment.aspx

Testing Completed by:

- Beginning of Year (BOY): **Beginning of year – September 30, 2016**
- Middle of Year (MOY): **December 1, 2016 – January 31, 2017**
- End of Year (EOY): **April 15 – June 15, 2017**

- **Student data gets submitted through the local SIS System, same as DIBLES.**

- ## Online UEN Canvas Course
  - **https://uen.instructure.com/enroll/BGE9NW**

  - What the ELAA is
  - Who qualifies for the ELAA
  - What Materials are needed for the ELAA
  - How to administer the ELAA
  - How to Score the ELAA
  - Contact information